

Continuing with Literary Nonfiction



Lesson Preparation

Daily Lesson 21	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1B,E		E1.Fig19A E1.2A,C E1.6A E1.7A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. <p>— How does understanding the connotations of words increase understanding of an author's message?</p>		<ul style="list-style-type: none"> Literary analysis of genres improves the reader's ability to determine author's purpose and message. <p>— How does understanding of a genre help to determine the author's purpose and message?</p> <ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <p>— How do authors of nonfiction convey a message?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Connotation Denotation 		<ul style="list-style-type: none"> Message Universal question Sensory language Irony Sarcasm Paradox 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Dictionary (class set) 3-4 words from literary nonfiction texts used in reading Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Examples of literary nonfiction texts from Daily Lessons 19 and 20 Collages from Daily Lesson 20 Markers (1 set per groups) Chart paper (if applicable) 	
Attachments				

Daily Lesson 21	WORD STUDY	READING
and Resources		
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select 3-4 words from literary nonfiction texts which have either a positive or negative connotation in the context in which they are used. Prepare to display the word used in context. Select one of the words to use as an example. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Use the example of literary nonfiction text from Daily Lesson 19 to model writing universal questions.
Background Information	<p>Connotation/connotative meaning - the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling <i>blue</i>)</p> <p>Denotation/denotative meaning - the dictionary definition of a word; the literal or cognitive meaning</p> <p>Etymology - the origin and history of a word; the study of word derivation</p> <p>This Instructional routine partially assesses Performance Indicator: <i>"Write multiple entries that demonstrate knowledge of new words, their meanings, and origins."</i></p>	<p>Irony - a literary technique used to create meaning that seems to contradict the literal meaning or events (e.g., verbal, situational, dramatic)</p> <p>Verbal irony - the use of words in which the intended meaning is contrary to the literal meaning (e.g., I could care less)</p> <p>Situational irony - a literary technique for implying, through plot or character, that the actual situation is quite different from that presented</p> <p>Dramatic irony - a dramatic device in which a character says or does something that they do not fully grasp, but is understood by the audience</p> <p>Sarcasm - a bitter form of irony, intended to taunt or hurt</p> <p>Paradox - a seemingly contradictory statement that on closer scrutiny reveals a deeper truth (e.g., <i>life is but a dream</i>)</p>
Teacher Notes		

Instructional Routines

Daily Lesson 21	WORD STUDY	READING
Duration and Objective	Suggested Duration: 10-15 min. <u>Content Objective:</u> Students analyze the connotation of selected words as they are used in context.	Suggested Duration: 40-45 min. <u>Content Objective:</u> Students write universal questions for a literary nonfiction text to draw complex conclusions.
Mini Lesson	<ol style="list-style-type: none"> 1. Ask: Does the dictionary definition of a word always give us its full meaning? Discuss responses. 2. Display example word as it is used in context. Ask a student to use the dictionary to define the word – and read aloud the <i>denotative</i> meaning. 3. Think Aloud as you analyze the connotative meaning of the word, based on the context in which it's used. 4. Ask: Based on context, how does the connotative meaning of the word differ from its denotative meaning? Discuss responses. 5. Divide students into pairs and randomly assign each pair a word. 	<ol style="list-style-type: none"> 1. Ask: How do author's convey their message in literary nonfiction? Discuss responses, which should include using personal experiences to explain or describe an event or to provide a unique perspective. 2. Display example of literary nonfiction text from Daily Lesson 19. Refer them to the chart they created in their Reader's Notebook and review with students the literary devices and figurative language the author uses. 3. Explain to students that even though the historical or cultural setting of a work may be different from our own, we can still make connections to the text by examining the author's message and/or perspective and asking universal questions based on the text. 4. Think Aloud as you examine the language of the text, drawing conclusions about the author's message. Model writing a universal question. 5. Students Think, Turn, Talk to generate other examples of universal questions pertaining to the text. Discuss, adding examples to the chart in their Reader's Notebook.
Learning Applications	<ol style="list-style-type: none"> 1. In pairs, students determine the denotative meaning of their assigned word using a dictionary. 2. Students then determine the connotative meaning, based on the context in which it is used. Students record their definitions in their Vocabulary Notebook. 	<ol style="list-style-type: none"> 1. Distribute texts from Daily Lesson 20, collages and markers to Collaborative Groups. 2. Students discuss author's message and add universal questions to their collages for their literary nonfiction text.
Closure	<ol style="list-style-type: none"> 1. Volunteer share both the denotative and connotative meaning of the words. 2. Ask: How does understanding the connotations of words increase understanding of an author's message? Discuss 	<ol style="list-style-type: none"> 1. Each group shares examples of universal questions for their literary nonfiction text.

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	responses.	